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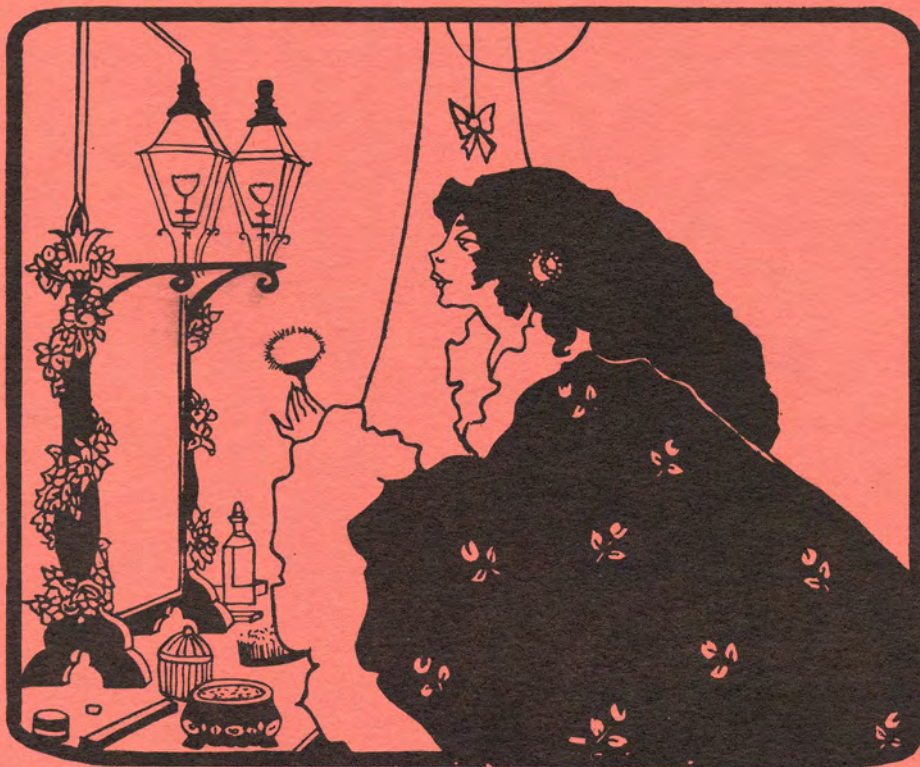
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Rhode Island Library Association BULLETIN



**Preparing for the
RILA Fall Conference
November 14-15, 1977**

RHODE ISLAND LIBRARY ASSOCIATION
150 EMPIRE STREET
PROVIDENCE, RHODE ISLAND 02903

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EDITORIAL NOTICE:

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The Bulletin is a publication for public, school, academic and special libraries of Rhode Island. Published by the Rhode Island Library Association, the Bulletin welcomes news and discussion of interest to RILA members. Articles contained herein, however, do not necessarily reflect the ideas of the RILA membership, or the Bulletin staff or advertisers. All articles about library matters will be considered. All should be signed and should not exceed ten double spaced typed pages unless the editor is consulted.

The Bulletin subscription rates are \$7.00/year for agencies or individuals not holding membership in RILA. Advertising rates per issue are \$20 per $\frac{1}{4}$ page, \$35 per $\frac{1}{2}$ page, and \$50 per full page. Call the advertising manager for further information.

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EDITOR'S NOTEBOOK

POTPOURRI ISSUE



This issue, our yearly POTPOURRI, is indeed a medley, a miscel-lany, a stew, a ragout of diverse and diverting items that simply could not be blended with the thematic offerings of earlier Bulletins. But with the arrival of brisk autumn weather, and seasonal colds, we hope that this Bulletin, and perhaps a bowl of the best hearty stew at your fireside will provide the warmth and energy to deal with your late New England autumn.

Of interest, hopefully, in this issue are the final program for the RILA Fall Conference Nov. 14-15, the URI Graduate Library School "Program for Excellence," and several fine articles on education in libraries, public library survival, and school/public library cooperation. The long promised Bulletin on video and libraries should appear next month. This month's cover illustrator is an old favorite, Aubrey Beardsley. And finally, our new associate and assistant editors have taken a direct and capable hand in the production of this issue. To continue the Bulletin policy of having every idea, assertion, or opinion attributed to somebody, so that readers can single out those who offend, and of course, praise those who don't, Matt and Judy's names appear with their work. Items by others are assigned to them by name. Anything not attributed to an author or speaker remains as always, the nefarious work of your editor.

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CURT AND LYNN BOHLING

Letters to the Editor



September 14, 1977

Dear Editor:

I've read your piece in the RILA magazine (RILA Bulletin, "Editor's Notebook," July-Aug. 1977 on the dismissal of Pawtucket's assistant director) and wonder that you seem convinced that in this system some supervisor, administrator, or boss must have a justifiable reason for sacking an employee whose presence offends him. Management necessarily involves the selective application of hints of terror as a means of disciplining the work force; there's no terror so effective in this regard as the object lesson of seeing a fellow employee summarily sacked and dropped into the reserve army of the unemployed. (See Engels on The Condition of the Working Class).

-Travis K. Hedrick, Quinnipiac College, Hamden, Connecticut

September 28, 1977

Dear Editor:

Thank you for your kindness in sending me a copy of the July-Aug. 1977 issue of the RILA Bulletin, using my paper on post-industrial society and the growth of information. I am naturally happy to know that it has been of use to members of our profession.

If you have a later opportunity, I would be most appreciative if you could give credit to my able staff for the extensive bibliographic work which made the paper possible. I should perhaps add that this library system is not big enough to be the Michigan Department of Libraries. It is simply a city department.

-Rollin P. Marquis, City Librarian, City of Dearborn, Michigan

October 5, 1977

Dear Editor:

I simply can't believe the RILA Bulletin and all that you've done to and for that publication in the last year. I don't know if it is any easier with a large committee, typists, etc.--but I for one am simply overwhelmed by your Fall printing schedule plus all the content you manage to pull in--it's fantastic.

-Brenda Claflin, Editor, NELA Newsletter

October 10, 1977

Dear Editor:

Although the RILA Intellectual Freedom Committee was extremely gratified to see your summary of our May conference accompanying the printed version of the talk you delivered there in the Sept. Bulletin, it proved too succinct an article. You omitted the name and worthwhile commentary on librarians' legal rights (or lack thereof) by Sen. Stephen Fortunato, Jr., long an ally of RILA-IFC in matters of free speech and other First Amendment rights. He certainly deserves praise, not censorship by deletion. This point noted, let me congratulate you on your work in this area.

-Kathleen Paroline, Chairwoman, RILA-IFC

RHODE ISLAND LIBRARY ASSOCIATION - FALL CONFERENCE
November 14-15, 1977, Sheraton Islander Inn, Newport, R.I.
"PUBLISHERS, PUBLIC PRESSURES AND PRIORITIES"

MONDAY, November 14

8:30 a.m. - 9:30 a.m.	REGISTRATION, Coffee and tea	Ballroom
8:30 a.m. - 5:00 p.m.	EXHIBITS OPEN	Ballroom
9:00 a.m. - 10:30 a.m.	University of Rhode Island Graduate Library School Update & Introduction to Dean Bernie Schlessinger	Seaside Room
9:00 a.m. - 10:30 a.m.	Resource-sharing: What's Where and Why! Participants will include past and present representatives of R.I. Cooperative groups: Ellen Spilka (Stevens Memorial Library, North Andover), Sydney Wright (Western Interrelated Library System), Candice Civiak (Prov. Public Library & CRIAL), Wanda Moskwa (Northern Inter- related Library System), and a representative of special libraries.	Stern Room



VISIT OUR EXHIBITORS

11:00 a.m. - 12 noon	Mischief in Measurement; a caveat on the hazards of using faulty instruments in measuring library performance. Daniel Gore, Macalester College Library, is the featured speaker.	Stern Room
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11:00 a.m. - 12 noon	Your Local Publisher--Town Government Charlotte Brown will present the results of a DSLS-sponsored grant on collection of municipal documents.	Seaside Room
VISIT OUR EXHIBITORS		
12:30 p.m. - 2:00 p.m.	SUMMER BUFFET LUNCHEON	Neptune Room
VISIT OUR EXHIBITORS		
2:00 p.m. - 3:00 p.m.	Not Ready for Prime Time...? The Public Relations & Outreach Committees present television public relations ads for the approval of libraries.	Stern Room
2:00 p.m. - 3:00 p.m.	Job Sharing: All or Nothing At All! Lila Sapinsley, R.I. State Senator, is currently sponsoring a bill in the state legislature on job sharing and flexible time. She will speak on the pros and cons.	Seaside Room
VISIT OUR EXHIBITORS		
3:00 p.m. - 4:15 p.m.	Tour of the Naval War College Library Sign up at the Registration Desk <u>by noon.</u>	
3:30 p.m. - 5:00 p.m.	"The Speaker" Controversial film sponsored by ALA will be viewed. RILA members Charles Churchwell (Brown Univ.), Lee Flanagan (Bulletin Editor), David Green (R.I. Library Film Cooperative), Craig Kaspark (Prov. Public Library), Kathleen Paroline (Prov. Public Library), and Janice Thomas (Scituate High School Library) will comment on the film, with open discussion to follow. Sponsored by the Intellectual Freedom Committee.	Stern Room
5:15 p.m. - 6:30 p.m.	RILAxation! Chips and Chat Sponsored by the Public Relations Committee. All members welcome.	America's Cup Room
6:30 p.m. - 8:00 p.m.	DINNER ON YOUR OWN	
8:15 p.m. - 9:00 p.m.	Going Out of Bibliographical Control: A Theory of Library Organization. Daniel Gore speaks on a topic of concern to all librarians.	Stern Room

TUESDAY, November 15

- | | | |
|---|---|--------------|
| 8:30 a.m. - 9:30 a.m. | REGISTRATION, Coffee and tea | Ballroom |
| 8:30 a.m. - 12:30 p.m. | EXHIBITS OPEN | Ballroom |
| 9:00 a.m. - 10:00 a.m. | The Politics of Library Survival | Stern Room |
| | John Berry, Editor of <u>Library Journal</u> is the featured speaker. | |
| 9:00 a.m. - 10:30 a.m. | Barriers to Library Service to All: Reaching Handicapped, Non-English-Speaking or Non-Reading People | Seaside Room |
| | The Outreach Committee will present a panel discussion of barriers to library use. The panel will include: Joan Carlson, R.I. School for the Deaf and Judith Murphy, Project Persona. | |
| VISIT OUR EXHIBITORS - LAST CHANCE!! EXHIBITS CLOSE AT 12:30 p.m. | | |
| 11:00 a.m. - 12:30 p.m. | ANNUAL BUSINESS MEETING | Stern Room |
| 12:30 p.m. - 2:00 p.m. | SUMMER BUFFET LUNCHEON | Neptune Room |
| | Raffle Drawing. | |
| 2:00 p.m. - 3:00 p.m. | Beyond the Literary-Industrial Complex | Stern Room |
| | Celeste West of Booklegger Press will present an alternative press viewpoint of libraries and publishing. | |
| 2:00 p.m. - 3:00 p.m. | Applications of Video to Library Use | Seaside Room |
| | Alan W. Powell, Electron Movers - Research in the Electronic Arts, Inc. will demonstrate video equipment and will show video-tapes produced for area libraries. | |
| 3:15 p.m. - 4:30 p.m. | Final Wrapup Session - Reactions | Stern Room |
| | Panel: Celeste West, John Berry, Daniel Gore | |
| | Moderator: Bernie Schlessinger | |

WELCOME, NEW MEMBERS!!

- from the RILA Membership Committee

On behalf of the entire membership, the Membership Committee warmly welcomes all those who have joined the Association within the past year. Thank you for your support and interest! If you wish to become involved in committee activities, call or write to the President, Ardis Holliday (at the Westerly Public Library); we need new people with fresh perspectives to join the working groups which are making RILA into an increasingly dynamic organization.

And do join us at the Fall Conference for RILAxation--a party for all members on Monday, November 14, from 5:15 to 6:30 p.m. There we can meet you and introduce you to others, and show you what a friendly bunch we are. This is a small, small state in size, and you'll find it easy to get acquainted with just about everybody in its library world. Those we welcome are:

Gabriela Adler
Mary Alexandre
Anthony Allen
Judith Barnett
Peter Bennett
William Bianchi
Patricia Bisshopp
Elodie Blackmore
Elizabeth Bourne
Joyce Brothers
Sharon Brown
James Callahan
Robert Callahan
Christine Chapman
Cathy Christmann
Ralph Christy, Jr.
Dorothy Clarke
Marion Clarke
Susanna Collins
Linda Cranston
Ann Crawford
Nancy DePetrillo
Norman Desmarais
Roberta Doran
Carol Drought
Cecilia Dulik
Sandra Dupree
Lawrence Eaton
Sandra Farnum
Paula Feid
Carolyn Ferren
Carol Gallant
Helen Giles
Risa Gilpin
Susan Gomberg
Sally Gucan

Mattie Gustafson
Norman Hall
Hilding Hedberg
Samantha Hilliard
Hope Houston
Sister Catherine Irwin
Jane Isherwood
Leona Johnson
Jeanne Jordan
Susan Journey
Judy Kaplan
Mark Lague
Marion Lamb
Dorothy LeClair
Janet Levesque
Thomas Lewis, Jr.
Joseph Light
Shirley Long
Joseph McGovern, Jr.
Charles McNeil
George Mattis, Jr.
Elaine Meier
Roland Mergener
Sharon Miniclier
Manisha Mozumder
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Elizabeth Rogers
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Joan Schaefer
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Trudy Smith



Jeanne Staats
Mary Sunar
Raymond Tellier
Sarah Weed
Elsie Wibel
Janet Wilson
Donald Yelton

Rhode Island School of
Design Library



REACH OUT: THE MONTHLY COLUMN OF RILA'S OUTREACH COMMITTEE

-by Ann Piascik, East Douglas Librarian

The situation is unusual. East Douglas is a small town and the elementary school librarian is, also, the public library librarian. In the school, the children have special time set aside in class for meeting with the school librarian each week. Stories and other media of interest are used for the half hour session each week. The library program is of importance because it guarantees that every elementary school child is exposed to library elements--the librarian, resources, and the librarian's positive attitude toward the library. In school, children experience a library program at each grade level so that library activities are incorporated into a continual educational process.

The school library, itself, has the capability of presenting library skills on a personal basis. All children and teachers become well acquainted with the librarian so that schedules can be arranged for individual children to work in the school library. The basic tasks of alphabetizing catalog cards and shelf reading may be used as fun ways for teaching children how to use the library.

The advantage of being both school and public librarian is that good public relations in the school brings more children and teachers to the public library as well as to the school library for information and programs. No library can ever house all materials that a student might need or desire. So the school and public librarian has the responsibility of emphasizing the existence of two libraries for children's use whether it be for school assignments or other interests. In the dual role, the librarian is in the best possible position to stress the complementary services of the school and public library. Teachers in cooperation with the librarian assist in the instruction of library service by bringing the class to the public library each week. The single motion of having children with teachers in the public library during class time evidences teacher approval of library use. The atmosphere is positive. Children develop a good sense about the library.

The double job of school and public librarian has its benefits and in at least one town, the teachers and the community at large help the relationship along by both allowing and encouraging the situation.



LIBRARY INSTRUCTION IN COLLEGES AND UNIVERSITIES

- by L.B. Woods, Graduate Library School
University of Rhode Island

Librarians are increasingly aware of the need for more pertinent means of library instruction for students on the college and university level. In the past, students were left largely to their own devices, or received small amounts of library instruction from English departments or reference librarians. The need for this instruction, if not virtually ignored, was unscientifically conceived.

Yet the need was noted early. In 1902, President Harper of the University of Chicago stated: "The equipment of the library will not be finished until it shall have upon its staff men and women whose entire work shall be, not the care of books, not the cataloging of books, but the giving of instruction concerning their use."¹

Student Attitudes Toward Library Instruction

Support by students for library instruction has not been overwhelming. This may be due partially to apathy, ignorance of the value of the library's educational mission (in helping students obtain educational objectives), or fear of the complexity of the library. At the English Technical College, T.A. Whitworth has reported that although librarians supported the proposition that library projects should be an essential part of student learning (94%), students supported the proposition by only forty-nine percent. Twenty-two percent felt that after an initial orientation, no further library instruction was needed.² Librarians' concerns clearly were not widely supported by the majority of students.

John Lubans Jr. reported that "at least fifty-five percent of each respondent category (undergraduates, master's and doctoral students) favored the availability of library use instruction courses. However, when queried on whether they would take a course, affirmative undergraduate responses ran fifty-six percent, forty-two percent, thirty-one percent, and thirty percent from freshman through senior years."³ This lack of support from upperclassmen is surprising considering that average library use increases as the student progresses from freshman to senior years.

Library-Faculty Liaison

Few schools require a course in library instruction. Since many faculty lack the knowledge to utilize library resources, they do not encourage their students to become proficient library users. However, faculty who use library resources in teaching have a positive effect on student use. The power of the classroom teacher is a major key to adequate library instruction, and faculty should be involved in planning the instruction. In this way, course content can be coordinated with classroom related materials. Library instruction is thus rooted in a solid framework of concept learning rather than the memorization of facts, which often evaporate within a few weeks. Course-related and graduated, library instruction can

continue throughout the time the student attends college, with additional library information provided in conjunction with course work as the student's informational needs progress.

Some institutions have attempted such a plan by providing a course in library instruction presented in sequence with a four-year curriculum. The Montieth College experiment is perhaps the most celebrated example. The Montieth program was designed to teach students the library as a system of "ways". The criteria for learning these "ways" of using the library were employed to design a program of ten assignments which attempted to take into account that (1) the sequence must have intrinsic unity and coherence, (2) be related to the curriculum, and develop the student's capacity to pursue learning independently, (3) have genuine intellectual content, and (4) be practical.⁴ The Montieth experiment has served as a guide for many librarians attempting to use such methods, but it did not generate the empirical research necessary to test various hypotheses that would help give a scientific basis to library instructional methodology. Federal support for educational research projects was abundant during the 1960's (the time of the report), but this support did not generate the needed thrust for research.

International Programs

Indeed, educational institutions throughout the world are concerned with user education and orientation to libraries, particularly as schools increasingly turn to the resources that enable students to continue their education beyond the formal limits imposed by schooling. Library literature is full of examples from Russia, Scandinavia, Poland, Czechoslovakia, Germany, Hungary, Italy, Africa, Japan, India, Canada, Australia, the United Kingdom, the United States, etc. Although most of the literature is probably coming from the last two nations, the Library Association of Australia, University and College Libraries Section, has prepared a monograph supplement to Australian Academic and Research Libraries, v.4, no. 4, citing "Requirements for Reader Education Activities in Universities and Colleges." The major recommendations the committee makes are

"(1) For larger colleges and universities, the reader education unit should operate under the jurisdiction of the Readers' Services Librarian. The reader education librarian should be appointed at senior lecturer level. (2) The program, which should be seen as part of the wider services of the library, should fit in with the academic teaching program, and should be directed towards equipping the student with the knowledge and ability to use the library of his college or university with confidence and the ability to use the literature of his specialist subjects effectively. (3) For every 1,000 students under instruction it is recommended



that one equivalent full-time reader education librarian is required. (4) For every 1,000 students under instruction $\frac{1}{2}$ e.f.t. clerical staff member and $\frac{1}{2}$ e.f.t. graphics and audio-visual staff member to support the reader education librarian in preparing material for the program. (5) For every 1,000 students under instruction one office/study for the use of reader education staff; one duplex unit of about 550 sq. ft. subdividing into two seminar rooms to accommodate 14 students each. (6) It will be necessary to establish a basic teaching collection for use in the reader education program. (7) Certain basic audiovisual and reprographic equipment will be necessary to back up the program.⁵ These recommendations are notable in their specificity of purpose, if not design. The report points out the need for the involvement of librarians in the planning of course work.

Elsewhere, library instructional programs are in various stages of development. The University of Nigeria is experimenting with a Course On the Use of the Library, composed of ten one-hour lectures which are required of first term students enrolled in the General Studies Program. In a country where many entering freshmen have never used a library, the University's purpose is to help shift educational emphasis from complete reliance on lectures to increased independent study.⁶ Serious drawbacks to this program include little actual use of materials during the course, because of the large number of students enrolled, and no formal evaluation of the program.

In England, it is pointed out by P. J. Hills in "Library Instruction and the Development of the Individual," Journal of Librarianship, v. 6, n. 4, the need is also to guide the student toward becoming a self-directed individual. To achieve this, four main factors of psychological learning theories must be taken into account: (1) motivation, (2) activity, or learning by doing, (3) feedback concerning success the student is experiencing, and (4) understanding the what and why of this success. According to the article, there are two basic library needs: (1) the orientation to the physical appearance of a particular library and the location of its materials, and (2) instruction in the usage of the materials. As elsewhere, there are too many students and too few qualified staff. Hills recommends the possibility of using audio-visual aids, such as the tape/slide presentation.⁷ This would allow more flexibility in scheduling smaller groups who would then be able to pace instruction according to their needs.

In the United States, as in other countries, experimentation is proceeding along many different lines, and the literature is full of varying methods of library orientation and instruction. Orientation is typically done by the herded tour, the self-guided tour, the audiovisual tour, and the walk-through tour using printed and illustrated guides or a recorded cassette. Library instruction typically takes the form of a traditional lecture, the combined lecture and audiovisual presentation, the audiovisual presentation alone, teaching machine, leaflets, programmed texts, the area bibliography, algorithm, closed-circuit television, or the computer.

The American Library Association's continuing Committee on Instruction in the Use of Libraries is charged with the responsibility "to review on a continuing basis activities within ALA on

instruction in the use of libraries and to coordinate them with the activities of other agencies; to recommend activities to the appropriate units of ALA and to encourage their implementation; to coordinate these activities within the Association; to conduct studies or promote research of more than divisional concern; and to act as a clearinghouse for information on significant programs of instruction."⁸ This clearinghouse function is especially important to academic librarians, for it includes audiovisual materials, tests of library skills, outlines for courses of study, and lists of references on teaching library instruction.

Some Selective Materials of Library Instruction

Algorithms or flow charts are graphic presentations designed to solve particular library use problems. The necessary information is indicated in steps. These charts can be compiled by reference librarians or library instruction librarians to help the user solve a particular problem, especially when there is a shortage of staff time. Algorithms are not meant to be understood in terms of librarianship, but to indicate how to proceed in solving that particular problem. Algorithms are "...unsophisticated and simply constructed to be used in conjunction with most orthodox library instruction courses, at various levels."⁹



For audiovisual presentations, it is important to remember that these materials do not necessarily improve learning levels above the traditional lecture method. Their main advantages are in repeated use, and the corresponding savings in time, the addition of interest factors, if well done, and the transportation of the student to the scene of interest in order that the learning experience be more complete. These aids help in the learning of concepts rather than mere facts, and increase retention levels when the student later approaches the actual materials studied. Audiovisual materials should be an integral part of most library instruction, but it is necessary to select the right type of material if learning is to be facilitated. In most studies, the tape/slide presentation has served better than television for library instruction.

However, an audiovisual specialist should be consulted before preparing a library instruction course in order that the best choice from a wide variety of materials and equipment can be selected to complement the kind of learning experience desired.

Leaflets and lists of bibliographic and reference tools can also serve the student and the librarian if used properly. "The University of California at Berkeley has prepared a series of Library Orientation Leaflets that cover such diverse topics as lending rules, ethnic materials, and microcopy collections... These leaflets contain a great deal of valuable information on this complex system."¹⁰ As colleges

and universities become larger and more diverse, it becomes more difficult to interpret library facilities, and the problem of user education is magnified. At Yale, a "...physical orientation... is supplemented by bibliographic tours, lasting one to two hours, on specific academic subjects. The students are shown relevant bibliographic and reference tools and are supplied with printed lists of major information sources in their fields of interest."¹⁰ This orientation time can also be used to introduce students to librarians specializing in the student's subject areas, and to acquaint users with the librarian as a resource person available for consultation.

At the University of South Florida, bibliographic courses are not offered on the undergraduate level, and "few faculty members include detailed bibliographic instruction in their curricula." The reference department has instituted an outreach program composed of a lecture series and a formal course on a pass/fail basis for two hours credit (in the College of Language and Literature). A text, Making It in the Library, edited by the Library Instruction Librarian and designed to introduce students to library resources and procedures is used. Assignments are intended to provide actual working experience with reference sources at their locations in the library, and to develop skills in selection of the right source. Librarians work with students as needed. Content of the course includes LC classification, card catalog, and the types of reference sources available. Student ratings were generally favorable, but a desire for more visual aids during lectures was stated.¹¹

Of the teaching machine type of instruction, computers appear to have a decided edge in user enthusiasm over programmed texts. At the University of Denver, Computer Assisted Instruction (CAI) was installed in the main reference room in 1971. The Cathode Ray Tube (CRT) terminal was used in conjunction with fourteen programs relating to basic reference tools and two programs about the card catalog. "The CRT terminal acts almost as an advertisement for itself, which two librarians sitting behind a reference desk often do not do." It is silent, interesting, involves users in responding to questions, allows users to progress at their own rate, and is inexpensive. Costs to the library include rental and maintenance of the CRT terminal, the coupling unit between the computer and the terminal, and rental of a telephone line. This amounted to \$1,625.60 for the year of 1972, far less than the cost of a reference librarian. The University pays computer costs from an instructional-experimental budget.¹²

The computer is programmed so that "...sets of explanatory material are interspersed with questions requiring responses from the user. The student progress(es) through the courses at his own rate. He can exit at any time in favor of less or more difficult material. If he has trouble...he is given additional explanatory material and allowed to answer again. If he still can't get the answer, the computer will provide it, make him repeat it, and then allow him to continue through the course. The text is displayed on a screen, and the user types in his answer from a keyboard which closely corresponds to a standard typewriter." The courses last six to twelve minutes, and are taken by approximately twenty to thirty users per day during a sixteen hour day.¹²

Other advantages of the computer included the staff time saved once programming is completed, proximity to the reference sources being studied, convenience for users who preferred the computer method to requesting help, and availability of the computer when staff members were otherwise occupied.

Comparison of Instructional Strategies

An investigation of the effectiveness of six methods of science library instruction was conducted at Portland State University by Frank Kuo. Five groups of randomly assigned students were given library instruction by various methods. Group C, the control group, received no instruction. Group L listened to a lecture without visual aids other than printed materials. Group A listened to taped instructions without using visual aids. Group S was shown color slides illustrating the taped instructions. Group AT used an illustrated notebook with sample pages, annotations, and comparison tables of material covered, viewed a filmstrip made from the slides, and listened to a cassette tape. Students could take as much time as needed in this presentation. Group AV prepared for a fifty minute follow-up session by the audio-tutorial method.¹³

A ninety item test was administered to all groups. The five groups receiving instruction did better than the control group. It was noted that slides, but not TV, were found more effective than the audio presentation alone, indicating that visual aids must be selected with care. The method used in Group AV was the most effective means of increasing student achievement on a ninety item objective test administered immediately after instruction.¹³

Several questions arise from the way this study was conducted. Most of the groups were given a total of only fifty minutes of instruction. This was probably not sufficient time to orient the student to the subject field. The study by Kuo supposedly measures the student's capabilities in comprehension and retention of content, but it apparently did not measure instructional effectiveness. Also, some will argue that retention of content cannot be measured immediately after exposure. (It would be interesting to determine how many concepts were retained by these students three or six months later.) For the person designing an experiment to determine the best type of instructional strategy, consultation with authorities in experimental design and educational learning theory would be valuable. Nevertheless, Kuo's study is a beginning, and more experiments of this type are needed.

Conclusions

In developing a library instruction program, student goals and needs must be considered, whether the program is to be carried out through



regular classes, as a separate course, or through various programs offered in the library when the student needs information. Clearly, an orientation to the library is needed. However, an orientation can, at best, do little more than acquaint the student with the physical facilities and their location. A library instruction program is required if students are to become independent library users equipped with the means to become life long learners.

Where library instruction has met with its greatest failures, it is perhaps because students have been taught something they will never use. Remembering that we are not training librarians, but users of libraries, could lead more library instruction programs toward a realistic evaluation of success or failure. We do not know all the answers to our questions. And with the growth in complexity of library service, we probably never will. For now the answer lies in updating and improving service and instruction as scientific methods are applied, hypotheses tested, and serviceability determined.

From the Montieth College experiment, three sets of questions emerged. These questions continue to guide us in library instruction. "(1) What kinds of assignments work? i.e., what should their objectives be, how should they be related to courses, how should they be presented, how discussed, how evaluated, how ordered in a sequence, etc. (2) What sort of library competence is appropriate for academic work? How can it be measured? What factors in the student's capacity, experience, and training are associated with his attainment of it? (3) What are the measures of general academic achievement which might be suitable to use in the attempt to examine any possible contribution of library competence to such achievement? How is library competence related to other contributing factors?"⁴

We have made some progress in answering these questions. Increasingly, academic libraries are assuming their rightful role in the education of library users. Now we need the research to determine the future direction of library user education.

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Charles Churchwell, Brown University Library Director, announces the following appointments, which include four assistant directors for the library: Ms. Vicki L. Glasgow, Reference Librarian (Bio-Medical Sciences); Mr. Clifton Jones, Special Collections Librarian (Manuscripts); Mr. Frederick Lynden, Assistant University Librarian for Technical Services; Ms. Ann Randall, Assistant University Librarian for Reference and Information Services; Mr. Samuel Streit, Assistant University Librarian for Special Collections; Mr. Peter Lipman, Assistant Librarian for System Analysis; and Mr. Robert White, Head Serials Librarian.

PUBLIC LIBRARIANS: THE PRICE OF SURVIVAL

- by Matthew J. Higgins, Director,
Greenville Public Library

Library branch closings, service cutbacks, and fears for the future are plentiful in this period when the sharp edge of the budget cutting axe is being felt in all public libraries. From city fathers and funding bodies come questions of accountability. They want to know what public libraries are doing, and in what ways. From the community comes insistence on relevance and demands for library service to the various groups that make up the community.

Berelson's data collected in the 1940s as part of the Public Library Inquiry revealed that the public library was serving only a narrow segment of the entire community,¹ that is, the economically stable, fairly well-educated middle class population--a group with strong self motivation to use the library in any case. Almost immediately librarians articulated a new position which called for greatly expanded public library service to serve the unserved. Yet with only token implementation of new programs up to the early 1960s, the clamor of the librarians seemed more rhetoric than reality.

Under the overt pressure of social change in the past decade, librarians have felt the need to accelerate and intensify the impact of library service. A broader concept of public library service seemed in the offing. The traditionally unserved became target groups for the public library's widening activities. Ethnic minority groups--Blacks, Spanish-Americans, American Indians, Portuguese, the functionally illiterate, recent immigrants to the cities, the aged, the institutionalized, the shut-ins, and many others require a special type of library service not found in the public library within the last half century.

Have public librarians responded to this challenge? Do they have too strong a book orientation in contrast to a people orientation? Is their role definition so strongly entrenched that they are unable to redefine their role to include a more direct concern with their clientele? Do they have the personality attributes and attitudes that are necessary to make the switch from primary concern with books to primary concern with people?

Bryan, in her 1952 study of 2,400 public librarians of whom 92% were women, described the typical public librarian as follows:

...the typical male librarian is rather submissive in social situations and less likely to show qualities of leadership. He is within the normal range of masculinity in his attitudes and interests, but he tends to lack confidence in himself and to feel somewhat inferior. His feelings of inferiority, however, seem not to worry him excessively, for he experiences less than average nervous tension and irritability. He shows no great drive for overt activity, but is normally sedentary for his age. On the whole, he seems to have made a reasonably good adjustment to life...

...The typical female librarian has a personality profile that is remarkably similar to her male colleague ...she is submissive in social situations, lacks self confidence, feels inferior, has an average amount of drive for overt activity, and feels a normal degree of nervous tension and irritability. She is normally feminine in her attitudes and interests. Like the typical male librarian she seems normally well adjusted.²

Bryan's findings were substantially corroborated and updated by Segal in 1970 when he reported on an examination of the personality and ability patterns of 331 librarians. Using journalists and counselors as a control group, he found that librarians tended to be more passive, conforming, conservative, and traditionalist in outlook. He also found librarians to be less assertive, less independent minded, less interested in experimentation and less tolerant of inconvenience and change than were the journalist/counselor sample in the control group.³

Further support for this finding comes from Kenneth R. Shaffer, former Dean of Simmons College School of Library Science, who states,

I am by no means sure that the image of librarians and librarianship has essentially changed. We may be getting younger, more vibrant recruits, but I am not sure that they are particularly eager, or of a temperament, to work with the underprivileged. They still appear to be oriented in their interest and personality to the traditional "genteel," educated middle class reader.⁴

These attributes do not seem to describe the kind of librarian needed for this broad new concept of public library service. A small sample of directors of city libraries were in general agreement that drastic change is necessary and that we need a new breed of librarian. They suggest that the new librarian should have greater knowledge of people plus greater interest in and concern for them. To gain this knowledge, interest, and concern, librarians must have such personal attributes as patience, flexibility, sensitivity--and above all, a strong motivation to work with people. A deep familiarity with the community and its resources is mandatory with, of course, a thorough knowledge of all the library's holdings. With these qualities and knowledge, the librarian must act as interface between the presently unserved and the library's resources. The emphasis must now shift from a search for technically-oriented professionals to a search for humanity-oriented professionals with a strong commitment to public service and a keen desire to work with people.

It is the library administrator who carries the primary responsibility for bringing together a staff that is people oriented. In the past this task has, on the whole, centered around the process of recruiting new personnel. Today with frozen budgets or even staff cuts, this opportunity is not always open to the administrator. Instead, he must work with the existing staff. His task will be to evaluate those already on the job and to try to redirect their job outlooks, in effect changing their personalities.

Can people change? Educators are committed to a belief that people do change--given additional information, knowledge, skill and

motivation. One school of behaviorists says, "We become what we do!" According to this school, if we begin to behave in a certain way, for example, smiling, cheerful, businesslike, even though it may all be an act and not in accord with our true feelings, over time we will become a smiling, cheerful, businesslike person, internally as well as externally. Conversely, the one who complains and who reacts in a disgruntled manner when approached by a patron, even though it be only a crusty exterior, over time becomes a negative grumpy person.

Perhaps if we recruited outgoing personalities conforming to our requirement for a revised profile and then thrust them into substantially the same type of deadly library environment that all too frequently exists, they might also become dull introverts as too many of today's and yesterday's librarians are. Either this, or these new outgoing personality types would leave librarianship for other professional areas where they could express their need to serve people.

Suspending disbelief for the moment and assuming that the work environment can have a significant effect on producing rather substantial changes in the professional staff, what can the library administrator do to modify the work environment in an attempt to create positive changes? Some possible actions available to the administrator are:

- 1) Eliminate, as far as possible, any rigid bureaucratic characteristics of the professional job. This implies treating the librarian as a professional who is given problems to solve and who then chooses the time, the place, and the nature of his, or her, approach to the problem-solving activity. This means that perhaps the old nine to five (or whatever prescribed time clock hours) be abandoned. It implies that the librarian will have as much freedom as possible, not necessarily tied to his desk or even to the library building. Above all, it implies that the librarian be encouraged to approach his or her job freely in a self-motivated way as an individual and a creative human being.

- 2) Provide a continuing emphasis on the importance of human relations. Set an example of interest in and interaction with people. Visibly reward those staff members who are bright, enthusiastic and eager with overt encouragement, as well as more tangible incentives. The administrator can buttress his own abilities by inviting specialists from the community to speak and to work with the staff. Certainly he must also see to it that relevant articles which stress techniques and satisfactions of working with people in an informed and caring way are distributed. Job exchange could be instituted within a library system (or on a broader basis) in order to allow each librarian to have the broadest possible experience and to have the opportunity of interacting with different kinds of clientele.

- 3) Develop and encourage situations where library staff is invited to participate on problem solving mission-oriented teams--for legislators, town councils, volunteer groups, and other social agencies that are working for community betterment in a variety of ways to accomplish a common public purpose.

It is not only the library administrator who carries responsibility for a change in the nature of the public librarian. The library schools also share a responsibility for reshaping librarianship by recruiting outgoing, people-oriented students. Can they achieve this by weighting their admissions criteria differently? Perhaps they might place less emphasis on educational transcripts, Graduate Record Examination scores and other objective measures, and weight more heavily such evidence as they can obtain of an outgoing personality and dedication to public service. No library school has as yet implemented such a change in any systematic way, or at least none has been publicly announced.

Actually with the present economic conditions causing a highly competitive job market for librarians, there is little recruitment being done at all. Those who apply to library schools are self-selected. This means that to the extent that the popular image of the library as a passive place manned by passive technicians is also the image held by incoming students, the library schools are somewhat helplessly contributing to the reality of that image.

If, in spite of this situation, library schools did recruit students with personality and dedication to work with people, would there be a market for these graduates in our libraries? If they did find an entry and become members of the staffs of libraries as they currently exist, could these graduates survive the realities?

The outreach policies and programs that operate in our public libraries seem as marginal as the attempts made to recruit a new breed of librarian. Until, or unless, librarianship becomes more activist, to expect library schools to be other than reactive to the conditions as they exist in their admissions policies is unrealistic. In other words, it almost seems as though the library environment, the library schools' recruitment policies, and library staffs all have to change simultaneously.

It might be noted that library schools which, despite all the difficulties, do want to consider factors of personality and attitude toward people in their admissions process may find it an expensive and possibly legally actionable proposition. While objective personality tests are rather simple to administer, entrance to library school on the basis of subjective factors like personality attributes will probably require large amounts of time given to counseling. It is possible that the library school could administer to potential students a test such as Catell's 16 Personality Factor Test which examines the normal personality and provides a personality profile of such factors as outgoingness, group dependence, intelligence and self-confidence. Unless the library school is prepared to set some difficult-to-defend guidelines (that might be challenged in the courts) the admissions process would require a personal interview and would also require that interviewers have some background and knowledge of the interview process.

One final group with responsibility for the task of reshaping the public librarians is that composed of the various professional associations. These associations have evolved in a number of ways in the past to benefit their members. They provide a forum through professional journals for members to share ideas and experiences with each other. They promote conferences with distinguished speakers and set up other programs to expand the horizons of working librarians.

They have policed library education in this country and established library schools abroad. In other words, our professional associations--national, regional and state--have a record of many kinds of worthwhile accomplishments.

But the single most important obligation of our professional associations, their *raison d'etre*, is to tell the American people what a library is and what a librarian does. The American people not only are expected to support libraries as taxpayers but also are expected to support them as citizen-users. They have a right to be informed and the associations have the obligation to inform.

The professional associations in other fields, using public relations expertise and the newer media, have recreated their professional images. A major function of these professional associations has been to play a larger role in shaping the expectations of the various publics. This has not occurred in librarianship. Instead, librarians have focused attention internally in writing for periodicals devoted to the library community. We might be better served if the associations submitted articles to professional journals in other fields, thus creating an awareness in other professional groups and the community at large as to what it is the public librarian does.

In short, the survival of public librarianship hinges on the creation of a new profession made up of educated, knowledgeable specialists dedicated to serving their constituencies. The formidable problems involved in the recreation of the public librarian have been enumerated in this paper, and the special responsibilities of the administrators, library schools and professional organizations discussed. It appears that no one group alone can bring about the massive change needed. Perhaps the change will occur only when public librarians themselves awaken to the fact that it is they who must change--or perish.

Footnotes

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The 70 Treasures of Early Irish Art due to go on display Oct. 15 at the Metropolitan Museum of Art in New York City and later in San Francisco, Pittsburgh, Boston, and Philadelphia may not attract as many visitors as the glittering jewels of Tutankhamun. But to American bibliophiles, the exquisitely decorated eighth century Book of Kells may prove as fascinating as King Tut's tomb.

THE WAMSKUCK-VEAZIE CONNECTION

-by Mary P. Dowdell, 16 Gull Road
Narragansett, RI 02882

There's something very unusual and exciting happening on Veazie Street in Providence, Rhode Island right now. About half way up the street, right in an angle of the "x" that forms where Veazie Street intersects with Easton Street, there is a huge red brick school building surrounded by a battered cyclone fence. This building is not young any more, most of the ground floor windows are either broken or barricaded and graffitti artists have left their mementos on every convenient surface.

The neighborhood that embraces this school is a conglomerate of life-style signs: "NO MINIBIKES OR MOTORCYCLES ALLOWED", "PRIVATE PARKING", "DIANE JEWELRY", "RICCI PACKING COMPANY", "EMPLOYEES ONLY". On most weekdays it is a close-packed bluecollar neighborhood of well kept houses standing silent sentinel during the time while their tenants are either in school or at work.

Inside the Veazie Street School over 420 young minds are expanding in a far from lethargic atmosphere. The walls are warmly paneled in varnished pine with mouldings and valences that speak of late Victorian or the early 1900s. Paint splinters off the plaster, but the rooms have a charming individuality that diminishes all shabbiness. Intriguing antiques such as a high-backed and scroll-armed waiting bench and a brass-pendulumed clock with classic Roman face graciously greet all visitors. There are no plastic counters in the Veazie Street School office, nor chrome-bright chairs. All of the furnishings, except the vivid blue and white plaid curtains have given many years of youth tested service.

Nineteen classroom teachers, two gym teachers, a three-fifths time guidance director, one and three-fifths time reading teachers, one and one-half time music instructors, a one-half time art teacher, a one-half time nurse, one remedial math teacher, and one full-time school librarian, are involved in an unusual merger with another building of this same neighborhood. It is this venture that is making exciting news in the annals of Rhode Island librarianship--the merger of a public school library and a branch of a city public library.

Right next door to the Veazie Street School, separated by a dirt drive and a black wrought iron fence, is a differently styled red brick building with a stately colonial motif. It is known as the Wamskuck Branch of the Providence Public Library. Its classically proportioned columns, wide double doors, and unburnished marble entranceway are reminiscent of the dignified days when libraries were considered to be the hallowed ground of only the learned. Inside, the polished wood bookcases accentuate a masterfully crafted fireplace that has yet to know a blaze.

From portal to portal between these two buildings there are approximately 130 grown-up paces and perhaps 170 kindergarten shuffles.

All nineteen classes of the six academic grades of the school visit Wamskuck at least once a week. They look, listen, and turn

over their active young minds. Through their teachers' watchful eyes, the branch's experienced hand, and their own school librarian's skilled tongue, they see slide tapes, movies, books of all types, and various three-dimensional exhibits.

Although the Veazie Street School librarian is employed by the Providence Public School System and works the school calendar year, Miss Carol Ray spends most of her time in the Wamskuck Branch Library collecting and coordinating the curriculum books that are requested for use in the school classrooms and arranging other special audiovisual material for the scheduled class visitations to Wamskuck. She also attends all Providence Public Library staff meetings and all Veazie Street School faculty meetings, acting as liaison to keep each group informed on current library happenings. Miss Ray has no circulation duties. In order to give her more time with the students, Miss Eileen Pulsifer, the Wamskuck librarian, and her clerks take care of such duties as checking out books, nudging delinquent borrowers, verifying lost library cards, and locating the elusive books that the time-short teachers may have requested. They work a thirty-nine hour week on the payroll of the Providence Public Library.

As you may have suspected, the Veazie Street School and the Wamskuck Branch of the Providence Public Library are deeply involved in a library cooperative effort that was conceived over five years ago when Mr. Edward M. Sullivan took principalship of the school. Settling into his new job, he found very little rationale for the maintenance of two separate juvenile collections within 43 to 56 yards of each other. (4,000 to 5,000 volumes at Veazie and over 15,000 at Wamskuck) and he began to formulate a means of combining the collections.

It wasn't easy. Even though the plan has been functioning favorably since September of 1974, there are still working adjustments to be made and truculent human obstacles to overcome.

"One of the main problems that still plagues us is that everyone wants to be his own entity," Mr. Sullivan reflected in 1974. But he is lavish with his praise of three distinct groups that have been instrumental in bringing this library merger to a workable reality; besides his personal committee, there is the work force of the Providence Public Library, and finally, the Veazie Street P.T.A., "Which," he says, "fights like hell when we need something for the school!"

Long ago the Veazie Street community was settled by hopeful Italian immigrants and in her beloved library Miss Pulsifer still caters to its ethnic preferences, although, today they probably constitute only about 20-30% of the neighborhood population. Both the community and the school populations have changed through the years. Many black students from the Chad Brown Housing Development are bussed to the Veazie Street School to study side by side with the children from the predominantly white housing development nearby, Valley View.

Veazie is a quiet neighborhood whose working hours usually keep the Wamskuck Branch a little on the empty side until close to three p.m., so that the noises of visiting classes, which end by 2:15, cause little interference in the schedule of the adult reading room.

It took an energetic Neighborhood Youth Corp five weeks to move the school's book collection and its audio-visual equipment from the upper floor of the school to the main floor juvenile room of the Wamskuck Branch. All books and equipment had been carefully labeled and coded in case the experiment should earn a negative evaluation after its first year. Because the school equipment is now housed in the public library, added alarm protection has been installed to comply with insurance requirements. This alarm system is the school's largest expense of the whole venture. Most of the finances are managed through a matched-funds arrangement between the two institutions, because neither the school nor the library has received any extra funds for this project. It has taken a great deal of juggling to comply with all expectations.

Admittedly, there are several weak areas in this pioneering project. The faculty needs some time to absorb all of the program's ramifications--one of their biggest complaints centers about the hassle with outerwear which must necessarily accompany inclement weather. But then, all schedules are flexible enough to concede to poor weather conditions and make new plans.

For awhile the Rhode Island Department of Education refused to recognize the Wamskuck-Veazie Library as a "school library of note" and it looked as if its support might be consequently withdrawn. But the important personnel eventually had a change of heart and the school library's status remains intact.

As a partner of the Providence Public Library, Veazie Street School has ready access to the interlibrary loan and to all of the P.P.L. bibliographic material. The P.P.L. was instrumental in helping to bring real live Indians, in full regalia, to the awe-struck children of Veazie when their unit on Indians was an academic focal point. It also helped in securing pertinent historical material when the school's history studies focused upon Newport, Rhode Island and its famous heroine, Ida Lewis.

As a partner of the Providence School System, the Wamskuck Branch is experiencing a resurgence of interest. Miss Pulsifer has taken on the intricacies of a computer that instantly verifies book numbers and card patrons through its counterpart at the main library. Circulation figures have increased. Programs have been expanded. Every third Monday it sponsors a handicraft club and an Adult Education class. On Tuesdays there is a pre-school story hour and on Wednesdays, after school, there are enticing mini-courses for the fourth and fifth grades. These programs are under the innovative guidance of both the school librarian and the public librarian.

Whereas the school library used to be available only during school hours, and only when time permitted, now the same resources, and more, are available as long as the Wamskuck Branch is open, evenings and Saturdays included.

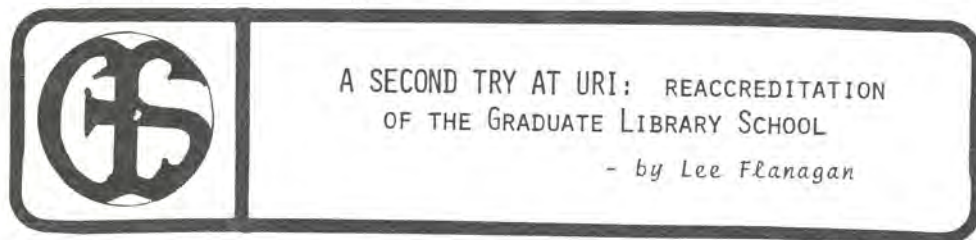


Miss Pulsifer worries about the bussed-in children's lack of opportunity to browse the Wamskuck collection so she takes special care to talk with them about their own neighborhood libraries, likening them to her library and its treasures.

Perhaps this new program of library cooperation should be allowed to work a bit longer before being evaluated in its entirety. But presently there are at least three certainties about it: its positive aspects far outweigh its negative points; one of the original purposes of this program, that of curriculum enrichment, has been realized beyond all expectations; and the full value of a dedicated neighborhood library is finally being recognized by the community it serves.

Truly this is a unique situation and perhaps it will not apply to other libraries, but there is one bud of wisdom to remember. If and when a new school is to be built, why not locate it beside a public library? Or vice versa?

P.S. A slide presentation of this project is available on loan from the resource center of the Education Department in the Chaffee Building of the University of Rhode Island campus in Kingston, Rhode Island, 02881



On a cold and rainy evening on September 21 sixty people gathered at the University of Rhode Island to hear how the Graduate Library School would proceed with its second Self-Study Report for Re-accreditation in two years. The first report failed in its purpose and the School failed to secure re-accreditation from the American Library Association's Committee on Accreditation in the summer of 1976.

Not only was the weather inauspicious and the audience mood one of disillusion at earlier failure, but the very time, the beginning of Yom Kippur, "the holiest night of the year," had been insensitively chosen, and most Jewish librarians were not present. Nor were most regional library directors or their representatives, most regional library coordinators, or expected school officials, or many activist GLS graduates in R.I. present--and their excuse was much less obvious. What has been obvious for years is that R.I. has had the kind of library school it deserves, or rather, a little better than it deserves because a few people have really worked hard to accomplish something despite the general indifference.

Present were most of the GLS faculty, its dean, URI's graduate studies dean, DSLS's Dick Waters, a contingent from Connecticut, RILA's president, the state librarian, Barrington's director, South County's coordinator, leaders of the GLS Student/Alumni Association, URI's library director, and several other library directors.

From the actual opening of the meeting, things grew brighter.

A buoyant new GLS Dean, Bernard Schlessinger, outlined the purpose of the Self-Study as follows: "The Manual of Procedures for Evaluation Visits under Standards for Accreditation, 1972, revised 1977, published by the Committee on Accreditation of the American Library Association, states: 'To be considered for a site visit, a school...must submit to the COA a self-study...a workable document for a visiting team.'"

"The Self-Study: A Guide to the Process notes that the self-study purposes are to: (1) '...encourage a candid evaluation of the goals of the school, the objectives of its graduate program...' (2) '...provide a document to aid the CCA in assessing...the readiness of a library school requesting a site visit...' (3) '...assure that all members of the library education community (i.e., the administration, faculty, staff, students and alumni of the school) have been made aware of the details...to be assessed...' (4) '...constitutes an important document for the future of the school...' and further, '...that the process will be designed to involve as fully as possible the executive officer, faculty, students, and staff... administrative officials...alumni...and employers of these alumni...'"

Those most directly involved are serving (or were invited to at the meeting) on one or more of six committees drafting the Self Study: 1. Goals and Objectives (Prof. Tryon, chairman); 2. Curriculum (Prof. Salvatore, chairwoman); 3. Faculty (Prof. Chin, chairwoman); 4. Students (Prof. Schneider, chairman); 5. Governance (Prof. Woods, chairman); and 6. Facilities (Prof. Bohnert, chairwoman). Each chairperson briefly detailed the purpose of his or her committee. By October 19 the committees intend to outline the work to be accomplished, to complete a rough draft of the text by December 14, and possibly to engage a consultant to review it by January 20. Progress reports will be printed in the GLS Newsletter and the RILA Bulletin, and an open meeting of all concerned parties in New England will be held on March 1 to discuss the draft. A summary of that rough draft will be published in the March Bulletin prior to March 1. On April 10 the final draft of the Self Study will be mailed to the ALA. ALA has already said that if the Study is satisfactory, the GLS might plan for a COA visit in September 1978.

In a cordial question and answer session that concluded the meeting, the Dean explained details of "A Plan for Excellence," distributed at the meeting and reprinted starting on the next page.

Certain RILA Committees such as the Continuing Education and Conference Committees should take particular note of this plan, especially the section on proposed workshops and institutes. In line with the excellent RILA Continuing Education Report (May 1976 RILA Bulletin), the Continuing Education Committee might send that report to the new dean along with their suggestions for types of institutes and workshops at URI's GLS. The Conference Committee might investigate the possibility of co-sponsorship with the GLS and DSLS of these workshops and institutes to attract a wider audience.

In the GLS "Plan for Excellence" we were disappointed to see no mention of the intention of the GLS to serve as a center for consultation and research on existing library problems in the state--the

fifth priority of the RILA Long Range Plan Implementation Committee (see May 1976 Bulletin), and an idea suggested as far back as ten years ago in the Bulletin by James Healey of the GLS. In all other aspects the "Plan for Excellence," which delighted the URI administration, also delighted us, and gave credence to the optimism generated by the dean and faculty at this meeting. In one sense Yom Kippur was, after all, an appropriate time. For the meeting did indeed turn out to be a time for serious reflection, regret for past errors, and a renewed intention of firm amendment in the future. And we hope that the GLS does secure reaccreditation if it really intends to assist existing librarians in updating their education rather than unconscionably producing a surplus of new librarians in a thoroughly glutted field.

By the way, James Giles of the Cranston Public Library is your RILA representative on the Advisory Committee for reaccreditation of the GLS.

A PLAN FOR EXCELLENCE: 1977-1982

By the Dean and Faculty of
The Graduate Library School of
The University of Rhode Island

The attached plan is a design for the future, developed by the faculty and the Dean to provide the University of Rhode Island with the high-caliber Library School that we all wish to see here. It focuses in turn on the areas of 1) Staffing; 2) Facilities; 3) the Master's Degree Curriculum; 4) Recruitment and Public Relations; 5) Programs Supplementing the M.L.S.; 6) Relations with other Key University Elements; 7) the Regional Programs.

1. Staffing

- a. Comments from various sources have been generally favorable on the teaching quality of the present faculty at the Graduate Library School, and on its involvement in university affairs. The Dean has been able to observe the teaching of most of the faculty personally in classes within the past three years. With the faculty member's agreement, he expects to be an occasional visitor to classes, with anticipated mutual benefits to his teaching techniques and those of the faculty. It is anticipated also that some team teaching would be attempted in the five-year period, to allow further opportunity for observation of the teaching techniques of others. It is expected, also, that faculty will make use of the opportunities offered by the University's Instructional Development Program.
- b. The faculty views interactions with practicing librarians and with today's libraries as important components in the updating of expertise. They look forward to utilization of the supervision of students placed for field experience as another means of accomplishing this end.
- c. The present faculty has also been favorably commented upon in the area of membership in professional associations.

Faculty will be encouraged to be members of the American Library Association, and it is hoped, that at least 1/3 of the faculty would occupy committee positions in the national organization. A significant portion of the faculty should also be members of the Association of American Library Schools. In keeping with the regional flavor of the program, some faculty will be involved in the activities of the Rhode Island Library Association, the New England Library Association, and as appropriate, other New England organizations in the library, media and information fields. It is hoped additionally that at least one active membership will be held by faculty members in other key national organizations. Active and visible memberships are important in order for the Graduate Library School to affect librarianship locally, state-wide, regionally, or nationally.

- d. The present faculty recognizes its obligation for performance in the area of research and publication. Each faculty member will redefine the areas of scholarship in which he or she can contribute to the literature of library science. Over the five-year period, an output average of one paper per year per faculty member will be aimed for. Attention will be paid, for promotion and tenure purposes, to quality as well as quantity of output. The Dean will work with the faculty as requested in the identification of research areas, and in the preparation of papers for publication.
- e. Anticipated changes in staffing for the five-year period include the following:
 - 1) addition of one person for the 1977-78 year, a specialist in the public library area.
 - 2) addition of one person for the 1978-79 year. The advertisement will be for a person with media competencies, and with a doctorate, preferably in Library Science. The addition would not necessarily be a junior-level faculty member.
 - 3) replacement of Dr. Chin upon her retirement with a person with teaching and research competencies in the field of technical services.
 - 4) addition of one position hired with soft money. This could be a regional coordinator financed through extension service or Joint Operating Committee, a continuing education consultant financed by state library funds, a research consultant financed by grant money, or some combination of these.

Any additional changes would be expected to result only if the program assumed new directions.

2. Facilities

- a. Remodeling of Rodman Hall and occupancy of the first-floor quarters should provide an attractive and adequate home for the Graduate Library School sometime in the 1977-78 academic year.
- b. Space provided should include:
 - 1) adequate office quarters for administration, faculty and graduate assistants.

- 2) a lounge area
- 3) 2-3 teaching areas, with each accommodating up to 35 students.
- 4) a laboratory area to be used for cataloging practice, for interaction via terminal with the main frame computer, and possibly for media proficiency testing.
- 5) a lockable conference room seating 15-20 persons.

3. Master's Degree Curriculum

One major focus of 1977-78 will be a redesign of the curriculum to match the goals and objectives that have been prepared in the 1976-77 academic year. In this redesign, it would be expected that a number of guiding principles would be used.

- a. Individual course objectives should fall within those of the program.
- b. The beginning student should be introduced to all areas of modern librarianship before entering the elective tracks.
- c. A sound advisement procedure should be developed for each student.
- d. All present courses should be reviewed for overlap areas and for present value.

In addition, the curriculum will have to be strengthened in several areas that have become important in recent years in librarianship including:

- e. information science and computer science. The Dean would expect to devote his teaching time to this area. For the first two years, he would be teaching the equivalent of two courses in both the Fall and Spring terms. If this area grows in importance in the program, the addition of part-time or full-time supplemental faculty time would be envisioned. Advanced work should be encouraged in the Department of Computer Science.
- f. media programs. During 1977-78, the introduction of some sort of media component in the curriculum should be realized. This should be coordinated with the persons in the AV center. Possibly a cross-listing of their courses in the GLS catalog would be desirable. The GLS faculty member added in the media area will be expected to devote a major segment of his/her effort toward developments in this area, not only for school people but for all types of library service interests.
- g. interpersonal relations in management. Although a good part of this content would be expected to fall into present administration/management coursework, some thought should be given to recognizing its value by developing some unit with a recognizable name that would serve as a vehicle for the transmission of the message. This would not necessarily be the traditional three-hour course, but could fall into a special lesser-credit offering, or into a workshop/continuing education approach envisioned as a regular part of the total program.

4. Recruitment/Public Relations

Recruitment and public relations are coupled here because for URI's Graduate Library School they cannot be separated. An enormous amount of loyalty and good will exists among the 1,000 graduates of our program, (as well as among interested librarians in the region) and they represent the best source of future students that we have. Their widespread distribution across the country strengthens their recruiting potential. Essential to a sound recruitment/public relations program are:

- a. an early letter from the Dean recognizing the value of the alumni and interested friends.
- b. a newsletter with some recognizable logo appearing at least quarterly.
- c. active recruitment for attendance on the Kingston Campus from students enrolled in the regional program.
- d. visibility in the state and regional journals of New England.
- e. participation in state and regional library organizations.
- f. establishment of an Alumni Day, including activities for a full day on campus, both social and educational.
- g. maintenance of a strong Student-Alumni Association.
- h. possible establishment of an endowment fund financed through a variety of options.

5. Programs Supplementing the M.L.S.

In a time of dwindling enrollments, GLS should be considering expansion into other areas that will attract students while benefiting the community. Such areas would include:

- a. Continuing Education programs. These should include:
 - 1) one-day workshops on narrow subjects. At least four of these should be tried in 1977-78. There would be a fee and CEU credit would be given.
 - 2) workshops for longer periods, drawing upon community expertise as well as that of GLS faculty.
 - 3) a 2-3 week summer institute, taking advantage of the weather and facilities that the Kingston campus has to offer.
- b. a Health Sciences Library program training people for medical and related libraries, and including elements of medical librarianship, science literature, information science, and management.
- c. a Marine Sciences Library program training people for work in an area where the University of Rhode Island has special expertise.
- d. a Sixth-Year Specialist Degree. The potential enrollment in this program is very high. It would not require any large expansion of the curricular offerings, and hopefully could draw upon other departments on campus to provide supplemental coursework in business administration, computers, sociology, urban affairs, science, etc.

- e. interdisciplinary master's degrees. Two such should be initially explored.
- 1) the Science Information Specialist. This would be in conjunction with the Chemistry, Biology, or Physics departments, and should include a heavy computer involvement. Possibly funding by National Science Foundation should be looked into.
- 2) the Religious Library Specialist. This would be probably in conjunction with another school in the area or in Boston. Private or foundation funding should be explored.

Although all of the above are important elements of the overall program, we must keep in mind that maintaining a student-faculty ratio of approximately 15-1 is a necessity to avoid the trap of meeting our many obligations to the community by providing substandard or inferior programs. Assuming our present level of enrollment in 1977-78, this ratio should be easily maintained, but regaining of accreditation will again bring larger numbers of applicants, with the attendant responsibility of screening to provide for reasonable loads.

6. Relations with Other Key University Elements

- a. In the foregoing, other elements of the University have been noted as prospective participants in programs centered within the GLS. It will be increasingly important to maintain strong relationships with these areas, so that the GLS can send students along with the expectation that they will receive advanced training in areas of importance to librarianship, but not areas in which we would wish to involve our limited faculty time, nor in which we would be expected to have in-depth expertise.

As noted earlier, special attention will be paid to our interactions with the Instructional Services Center and with the Department of Computer Science.

- b. Cooperative relationships are expected to increase with the University Library in a number of directions, including:
 - 1) utilization of library faculty in teaching and continuing education activities.
 - 2) placement of interns in various departments.
 - 3) further development of the use of computerized services.
 - 4) updating of GLS faculty in academic library procedures.
- c. The GLS will continue to try to make maximum use of University supportive services in its operation.

7. The Regional Programs

Much of the criticism of library schools has centered on their sameness, and on the unwillingness to experiment with non-traditional approaches to library education. In the regional program, the GLS has an unique experiment which, if properly managed, could provide benefits for all of New England's libraries, while strengthening the GLS image, and promoting the idea of lowering costs in higher education through carefully-planned cooperation.

The GLS recognizes its continuing obligation for providing quality library education at regional locations for New England. It will attempt to do this without sacrificing the quality of the program in Kingston. An important step in this area would be the addition of a faculty member whose primary responsibility would be coordinator of the regional program.

- a. Semi-regular part-time faculty will be recruited in the Storrs, Amherst, and Durham regions. These will be library practitioners qualified to teach, but not presently interested in filling a role as a full-time library educator.
- b. Two courses will be offered at each regional location in each of the fall and spring semesters. No courses will be offered in regional locations in the summer, in part to attract students to the Kingston campus.
- c. Regular Kingston faculty will be sparingly used in regional locations, but will be scheduled to provide contact for both students and faculty in regional locations with regular GLS faculty.
- d. The Dean or his representative will visit each regional location once each semester, to meet with students and faculty to provide better communication, and to encourage attendance of regional students in Kingston.
- e. The faculty will reexamine previous decisions on the list of courses to be offered, and on the maximum number of hours allowed at regional locations.
- f. Each faculty member teaching a course will be evaluated by students, regardless of whether they are part-time or full-time faculty.
- g. Part-time faculty at regional locations will be encouraged to attend faculty meetings in Kingston at their convenience. Meeting minutes will be sent to all faculty members, whether full or part time.

BANNED IN BOSTON

- from Oct. 1977 American Libraries

Last May, the father of a high school student in the Chelsea section of Boston complained to Andrew P. Quigley, chair of the school's governing committee, about the "filthy" language in a book his daughter brought home from her school library. The book: *Male and Female under 18*, an anthology of young people's prose and poetry compiled by Nancy Larrick and Eve Merriman (Avon, 1973).

The language the parent found objectionable was that used by a 15-year-old Brooklyn girl in her poem, "The City to a Young Girl." It begins: "The city is/ One million horny lip-smacking men/ screaming for my body." Quigley said it made him sick to his stomach.

Quigley, who has chaired the school committee for 25 years, summoned it to a series of special meetings to discuss the "objectionable, salacious, and obscene book." Committee members decided to ban the book pending a full investigation. They demanded to know if the school librarian, Sonja Coleman, had "knowingly" allowed it on her shelves.

"It was then I decided I'd better get an attorney," Coleman recalled later. A writer, editor, and book reviewer, 36-year-old Coleman earned her M.L.S. at the University of Rhode Island and has worked in research, academic, and public libraries for nine years--the last three at Chelsea High.

In a statement to the school committee, Coleman explained that she selected books according to the guidelines of the American Association of School Librarians and the National Council of Teachers of English. She also presented endorsements of *Male and Female under 18* by respected librarians and teachers. In her view, the poem's language was rough, but not obscene.

With the head of Chelsea High's English Department, one other teacher, and several students and parents, Coleman formed the Right to Read Defense Committee of Chelsea. The school committee refused to hear its arguments.

On July 28, the school committee made the final decision to ban the book, which Quigley called "low down, filthy rotten garbage, fit only for the sewer." Quigley also suggested Coleman be removed from her duties, but his motion was tabled.

The following week, the Defense Committee of Chelsea and the Massachusetts Library Association filed a class action suit on behalf of the students' First Amendment rights in Boston's federal court. They also sought a preliminary federal injunction against the removal of the book from the school library.

MLA contributed its strong moral support and \$1,000 toward legal costs; the Freedom to Read Foundation added \$750.

On August 18, Federal District Judge Joseph Tauro ordered the book returned to the custody of librarian Coleman, pending the trial. He also cautioned the school committee to refrain from taking any retaliatory actions against Coleman and the other nine plaintiffs.

Coleman told AL the federal trial will begin on Oct. 25. The local tension seems destined to continue: Quigley recently spoke darkly of 15 other books that must be ferreted out of the Chelsea High library collection.

Editor's note: NELA voted on Sept. 27 to contribute \$250 to Ms. Coleman's defense.



CALENDAR

The RILA Calendar is now maintained by RILA's Continuing Education Committee. If you have a date for any event of library/media interest, please telephone it to Jo Ann Fuchs, Chairwoman of the Committee, 725-3714 as early as possible.

- Nov. 3 Fall Meeting of the R.I. Educational Media Association, "An Introduction to new Dean of the Graduate Library School Bernard Schlessinger and his views on the school's future," Faculty Center, URI, 4 p.m.
- Nov. 4 "A National Information Policy," a Special Conference, Gaige Hall, R.I. College, 9 a.m. - 12: 30 p.m.--see Sept. or Oct. Bulletin for details.
- Nov. 8 "Foundations: Sources of Information," Monthly Adult Book Meeting, Providence Public Library, 9:30 a.m.
- Nov. 9 First organizational meeting of R.I. Library Trustees, sponsored by the RILA Trustees Subcommittee, Woonsocket Public Library, Woonsocket, R.I., 7:45 - 9:45 p.m.
- Nov. 10 "Have You Read?/VII," Young Adult Round Table, Bristol Junior-Senior High School, Bristol, R.I., 9:30 a.m.
- Nov. 14-15 RILA Annual Conference, Sheraton Islander, Newport, R.I. See this Bulletin for program.
- Nov. 14-20 Children's Book Week
- Nov. 22 "Film Programming for Senior Citizens," the first of two workshops sponsored by the R.I. Library Film Cooperative, Warwick Public Library, Warwick, R.I., 10 a.m. Workshop involves explanations by librarians using film to serve the elderly, plus film showings, plus a projector clinic. Call David Green, 739-2278 for information.
- Dec. 3 "Music Cataloging Workshop: MARC-OCLC Music Formats," sponsored by the New England chapter of the Music Library Association, Wilbur Cross Library, University of Conn.; Storrs, CT, 10 a.m. - 4 p.m. Contact Dena Janson, R.I. College Library, prior to Nov. 18 to register.
- Dec. 15 Massachusetts Library Association Mid-Winter Conference, Copley-Plaza Hotel, Boston, Mass., 9:30 a.m. - 4:30 p.m.
- Jan. 19-21 Northeast Regional Media Leadership Conference, "The Media Professional and Curriculum Design and Change," Dunfey's Sheraton Inn, So. Portland, Maine. \$25 registration fee. By invitation only--contact Richard Botelho, President, R.I. Educational Media Assoc., 433-0063 if you would like to be invited.
- Jan. 22-27 ALA Midwinter Conference, Chicago, Ill.--see Oct. American Libraries, p.493.
- April 2-8 National Library Week
- April 7-8 "Tell It Like It Is," Annual Conference of the R.I. Educational Media Association, Cranston Hilton, Cranston, Rhode Island.



SRRT JOB HOTLINE

The Social Responsibilities Round Table of Rhode Island has published a "Job Hotline" on a regular basis for over a year now. We have enjoyed much success and we are grateful to the individuals who have contributed to our effort. The RILA Bulletin has generously offered to continue printing the SRRT Job Hotline in its monthly publication. I would like to stress that it is not necessary to join RILA to receive the Job Hotline. Just send a self-addressed stamped envelope to either of the coordinators whose addresses are listed below and you will receive updated Job Hotlines each time there are new lists.

Coordinators: Candice Civiak
Providence Public Library
150 Empire Street
Providence, RI 02903

Marcia Hershoff
Cumberland Public Library
Cumberland, RI

PROVIDENCE PUBLIC LIBRARY. Director. Major metropolitan library with downtown central location and eight community branches seeks aggressive, forceful administrator and innovative planner. Qualifications: MLS degree from accredited school. Experience in urban public libraries preferred. Proven ability in fund raising desirable. Salary \$28,000 with pension and medical benefits. Send application letter, resume and references to: Search Committee, Miss Ida McManus, Secretary, Providence Public Library, 150 Empire St., Providence, RI 02903. An Equal Opportunity Affirmative Action Employer. (In LJ, 9/15/77)

PROVIDENCE PUBLIC LIBRARY. Children's Librarian (Intern). Req.: College graduate or experienced (1 to 3 years working with children) Salary: \$7,166 to 9,146. Deadline for application Oct. 24, 1977. Contact: Personnel Office, Providence Public Library, 521-7722 (see preceding listing for address) (Posted Providence Public Library bulletin board 10/17/77).

RUSSEL LIBRARY. Middletown, Conn. Public Library Director. Req.: MLS and 3 years experience in public library administration. Position available June 1, 1978. Deadline for application: Dec. 31, 1977. Contact Sybil B. Paton, President, Board of Trustees, Russel Public Library, Middletown, Conn. 06457 (New York Times, Sun. 10/9/77)

SOUTHEASTERN MASSACHUSETTS UNIVERSITY LIBRARY COMMUNICATIONS CENTER. Associate University Librarian for Public Services. Responsible for public services division. Works closely with director in planning and development of policy, and in the preparation of budget for a growing library of 180,000 vols., 1,900 serials, government document depository, and television, multimedia facilities, enrollment approx. 5,000 students, ALA accredited MLS, minimum 5 years experience in academic library including at least 2 years exper. administrative responsibility, in public services. Working knowledge of current library practice in colleges and universities, including machine techniques and non-print media; previous exper. must demonstrate ability to work

effectively with supportive personnel as well as with administrative colleagues. Minimum salary \$16,900, negotiable based on experience. Anticipated starting date, Jan. 1, 1978. Application deadline: Nov. 15, 1977. Send resume and names of five references to Jane K. Booth, Chairperson, So. Eastern Mass. Univ., North Dartmouth, MA 02747 (American Libraries, Oct. 1977)

NORTH ANDOVER PUBLIC--Stevens Memorial Library. Director. Req.: MLS, 3 years demonstrated experience. Salary: \$14,903-17,231. Send dossier to Mrs. Mary Flinn, Chairperson, Stevens Memorial Library, No. Andover, MA 01845.

MASSACHUSETTS BUREAU OF LIBRARY EXTENSION. Assistant to the Director. Req.: MLS and knowledge of personnel administration; communication skills. Duties: responsible for recruiting personnel and personnel negotiations. Salary: \$11,078. Send resume and references to: Acting Director, Mass. Bureau of Library Extension, 648 Beacon St., Boston, MA 02215

TIVERTON LIBRARY SERVICES. Library Director. Main library with two reading centers. Req.: MLS + 2 years of experience. Salary: \$10,000 plus Town Health Plan and Pension. Begins: Dec. 12, 1977. Send resume to Marjorie Humphrey, Chairwoman, Library Board of Trustees, Essex Public Library, 238 Highland Road, Tiverton, RI 02878



NEWS FROM RILA

-by Lee Flanagan

The RILA Executive Board and RILA Committees are back in the first heat of debate as the last heat of summer passes, and scores of issues are being discussed across the state, from the upcoming Governor's Conference on Libraries to proposals for RILA sponsored legislation. As RILA members find themselves in active disagreement over obscenity legislation, library publicity, lobbying, all thoroughly healthy and welcome disagreement which might provide a full examination of the issues, a few members are announcing their withdrawal from the Association. Last year a few others appear to have done the same over a Bulletin article. And the year before others withdrew over the Long Range Plan and dues. This seems to happen with some librarians when debate grows hot. They grow cool. Invariably, in righteous indignation, there are those who announce that they will resign, they will depart, with their principles intact and in tow, if a certain decision is made, a procedure introduced, an idea accepted by RILA, or some other organization. This is, I think, very sad.

Even if the decision or idea in question presents a problem, even if in the long run it turns out to be a poor one, it is sad to see someone of vision so narrow who can reject in toto, an association of many years standing, an association that has had thousands of working members, and thousands of workable ideas, simply because that association supports one idea that the individual finds unpalatable. It is sad to see an individual, believing an association is in error with a given idea, righteously and disdainfully decide to leave the

association and its members to be damned with their error, rather than remaining to advise them how to correct it.

All of us are parts of many groups. Were we totally to disown the achievements of all groups of the past wherever we disagreed with a single idea of a group, it would indeed be impossible to live. For example, much of this country was seized unfairly from its original owners. Who will give it all back and return to Europe or Africa? Much of American industry was built in sweatshops. Who will choose to live wholly without industrial products? Perhaps the family which discovered fire killed their neighbors with it. If it were so, how many would be prepared to give it up? It is simple impossible not to live on the accomplishments of many groups of the past with whom in some principle we might disagree.

It's almost as difficult not to live on the accomplishments of many groups today, even when we disagree with some of their principles. Each of us is a member of many groups. In our society most things are accomplished in groups, and the isolated inventor or artist is becoming, or perhaps always was, a rarity. Were we to leave each group each time one espoused an idea not to our liking, little time would pass before we were part of no group, before we were alone. And what would we do alone? In the course of many tens of thousands of years the average intelligent human being alone could not even discover fire. Not many accomplish much alone. Please join RILA, and let your dissent within the Association strengthen the Association, and librarianship.

On October 5 the RILA Executive Board met at the Westerly Public Library. Amidst rumors that DSLS would disband the Core Committee for the Governor's Conference on Libraries, Roberta Cairns, chairperson of the Core Committee, explained the status of the Committee to the Board. And the Board unanimously voted its full support to the Committee and stressed that the Committee has a vital role to play in planning for the Governor's Conference preliminary to the establishment of a Citizen's Advisory Committee. Roberta informed the Bulletin later by phone that the Core Committee will probably be integrated into the Advisory Committee when it is formed. The Core Committee was also requested to examine the possibility of securing \$14,250 of the \$38,000 cost of the Conference from a special General Assembly appropriation rather than from LSCA funds that otherwise might go to library service.

RILA's Public Relations Committee was allowed additional budget funds but at the same time the Board voted that the PR Committee should recruit more members specializing in fund raising since the financial condition of the Association is rather straitened.

In other news, a contract is being completed for the RILA lobbyist. A combined RILA Spring Conference and RILA 75th Birthday party is a possibility for March 9. Curt Bohling, of the RILA Government Relations Committee, announced that his committee hopes to have a legislative package ready for the membership at the Fall Conference. Amongst ideas for legislative proposals suggested so far are funding for the Governor's Conference, an increase in the grant in aid to public libraries, increased funding to the principal public library, funding to the Film Cooperative, additional funding

for the Southern Interrelated Library System, an exemption of libraries from State obscenity legislation, state legislative support for local library bond issues, stronger laws on the misappropriation of library materials, RIEMA legislation, and a law making the Board of Library Commissioners the final court of appeal in public library personnel disputes. Bohling stressed that obviously everyone is not going to get everything that is being suggested.

Both Bohling and the Bulletin editor suggested that the new "member at large" to be elected to the next Executive Board might serve as a combined parliamentarian and archivist, looking back as RILA plans for the Governor's Conference to important RILA documents such as the Guidelines for Public Library Service (June 1974 Bulletin), the Continuing Education Report (May 1976 Bulletin), the Legislative Survey (June 1974 Bulletin), the State Documents Committee Report (Aug. 1975 Bulletin), and the Association's Long Range Plan (May 1976 Bulletin) to see what we haven't accomplished (a bibliographic network, a forum on unionization, a consultation and research center at the Graduate Library School) and what we yet want to accomplish in the Governor's Conference.

RHODE ISLAND LIBRARY FILM COOPERATIVE ANNUAL REPORT 1976-1977

-by David Green, Cooperative Director

Fiscal 1977 was a year of growing pains for the R.I. Library Film Cooperative. Although it was a trying and hard year, much was accomplished, more than seemed possible when Fiscal 1977 began.

The membership, Executive Board and Administration committed themselves to taking on the financial plight of the Film Cooperative on four fronts. First, the Film Co-op approached the RILA to gain support for additional state funding of \$25,000 through a bill in the legislature. RILA sponsored such a bill and made it one of its priorities. The bill was rejected by the House Finance Committee, but a last-minute letter campaign led by the membership and its patrons brought about an additional \$5,000 in funding as an amendment to the Inter-related Library System bill. Of course \$5,000 is far short of our needs, but it is a significant step forward for it has not only given the Film Cooperative exposure in the General Assembly, but it has also given it a definite identity.

Another move toward solid financial standing was taken by the membership itself. At its October membership meeting it voted to accept an assessment option plan devised by Director, David Green, that allowed each institution to select a membership assessment based on its film usage. This option plan raised income to the Film Cooperative by approximately \$5,500. While it will take a year to evaluate the option plan, initial reaction from all members has been positive.

The third front, grant awards, proved to have good results also. The Department of State Library Services came to the Film Cooperative's aid twice in Fiscal 1977. In January, the state institutions served by DSLS presented the Film Co-op with six films which had a total worth

of over \$1,500. These films were selected by the state institutions' representatives with institutional needs in mind but all six will serve library and patron needs as well. The second grant from DSLS came to relieve our greatest problem in terms of collection development, i.e., childrens' films. A grant of \$5,000 was awarded to the Film Cooperative out of DSLS's federal funds to purchase films for children. This \$5,000 will go a long way toward alleviating our lack of new films, duplicate prints of popular films and replacing worn and damaged film for children.

One grant application we made that was not successful was sent to the Law Enforcement Assistance Administration for a project that would bring film services to young adults with emphasis in towns with a high rate of juvenile delinquency. Our application was rejected on a technicality that eliminated all applicants from Rhode Island. Senator Pell's office worked toward reversing LEAA's decision through an appeal process, but to no avail. The application for \$100,000 over a two-year period for films, a film programmer and equipment including a film inspection machine would have placed the Film Cooperative on firm financial footing for years to come.

In June, the Film Cooperative was notified it was awarded a \$6,000 grant from the R.I. Division on Aging (now the Department of Elderly Affairs) for the purchase of films of high interest to the elderly. This grant is similar to the one awarded in Fiscal 1976. As part of the grant, the Film Cooperative will hold two workshops; one on film programming for the elderly and another on films dealing with the problems, interests and concerns of the elderly.

The fourth and ongoing approach to expanding our financial base is the expansion of our membership. At the beginning of Fiscal 1977 the Film Cooperative membership consisted of thirty-four (34) public libraries, seven (7) academic libraries and one (1) special library. As we enter Fiscal 1978, the membership is made up of forty (40) public libraries, nine (9) academic libraries and one (1) special library. The fact that the Film Cooperative is growing is an indication that we are not only meeting our purpose of providing the people of Rhode Island with films for their informational and recreational needs but also that our reputation as a service organization is one in which all members can take pride.



In April of 1977 the membership amended the By-Laws of the Film Cooperative, thereby adding an eighth member to the Executive Board representing academic and special libraries. Also, it amended articles dealing with elections to the Executive Board so that elections that end in a tie can be settled.

A new Collection Development and Preview Session Committee was formed by the Executive Board. It was charged with formulating a

collection development policy, a preview session policy and a film evaluation form. The membership voted to accept the collection development policy and film evaluation form presented to it by the committee at the April membership meeting. The committee is still working on the preview session policy. It will submit its recommendations to the membership in its final report at the October 1977 membership meeting.

Thirty-seven films were purchased through the R.I. Foundation's grant to establish a feature film collection. One film, King Kong, drew as many as 300 people to showings at public libraries. Crowds of this size are just another indication of the positive developments of film served in libraries in Rhode Island.

The Executive Board established a policy for payment of membership assessments to begin in Fiscal 1979 whereby members must pay their assessment by December of a fiscal year. It also established a policy on the confidentiality of Film Cooperative records as well as a policy regarding groups wishing to use our free loan films in towns in which the library is not a member. Under that policy, the group wishing to borrow the film must come to the Film Cooperative to borrow the film and leave a security deposit for the film and return it to the Film Cooperative.

Future plans include the conversion of the Film Cooperative's shipping system to the Plastic Reel of America system, more involvement with cable television planning in the state and the beginning of a Rhode Island Filmmakers Collection. Of course these plans are dependent on money and time.

As we enter Fiscal 1978, everyone concerned with the Film Cooperative can be proud that hard work has paid off. To say our financial troubles are behind us, though, would be a terrible mistake. Institutionalization of film services among the membership is still not complete. Some members' commitment to the Film Cooperative is on unsteady ground. Staff shortages among members can be pointed to as the major problem behind the lack of involvement in the Film Cooperative. However, other members still do not see film service on equal footing with other services offered by their library. In all fairness, it must be pointed out that this lack of total commitment to film service can be seen in library service throughout the United States.

The Film Cooperative will work through a RILA sponsored bill and with DSLS to gain more funding in Fiscal 1978. Grant applications will continue to be written, particularly for funds toward a new film inspection machine that we will have to purchase before the 1977 calendar year ends. The option plan will be watched closely on a monthly basis. It is hoped that in Fiscal 1978 the Film Cooperative will be able to initiate stronger programming and reference services. All this will come as the membership increases its commitment to the Film Cooperative.

Finally, this report would not be complete if it did not say a few words about the Film Cooperative's new facilities. The Film Co-op has almost triple the space it once had in the Warwick Public Library. The facilities are beautifully carpeted, there is an office for the Director, a large amount of space for stack expansion, and the Film Cooperative has access to the Old Warwick League Room with its

projection booth and speaker system for a screening facility. The membership and especially the staff of the Film Cooperative sends bouquets of thanks to Rick Robbins, the Trustees of the Warwick Public Library and to the good people of the City of Warwick for presenting us with these wonderful new offices in this, the Film Cooperative's, tenth year.



N E L A Fall Conference

- Leo N. Flanagan

The 30th New England Library Association Annual Conference was held at Sturbridge September 25-27, in a nearly continuous autumn deluge. The Conference as usual was uneven, with a number of excellent presentations, and an equal number of bombs. Why NELA does not regularly abstract the best from the New England state library conferences is not clear. Nor is it clear why at least one day is not devoted to a coordinated high power institute on a single subject where one would learn a great deal. Couldn't the graduate schools at Simmons or URI, both serving New England, produce such an institute?

One of the more informative sessions dealt with upcoming governor's conferences on libraries. There Roberta Cairns, chairperson of R.I.'s Core Committee on the Governor's Conference, and others present, heard that R.I.'s Conference, planned for October 1979, will last 2½ days, will cost approximately \$38,000, and will involve a citizens' advisory committee of about 150 delegates (including some librarians) to supersede the core committee. A chairperson of this advisory committee is to be appointed shortly by Governor Garrahy.

A second session of NELA of particular interest to R.I. was focused on planning to build or remodel library buildings. Almost the entire workshop was in effect a R.I. production involving architects, consultants, or former or present R.I. directors who worked on such libraries as the North Kingston, the Newport, and the Warwick. With the number of magnificent new libraries, and first-class remodeling jobs in R.I., RILA's conference committee should consider a similar program for the next RILA conference.

By the way, Elinor Hashim is the new NELA president, Virginia Tashjian is vice-president, and Jim Norman of the East Providence Public Library is treasurer. One other person you should know is Mrs. Nan Berg, NELA's Executive Secretary. She maintains the NELA office Monday, Wednesday and Friday from 9:00 to 12. She now has an answering device which allows callers to record a message when she is out. Nan can be reached at 617/829-6545 or by mail: P.O. Box 273, Holden, Mass. 01520.

The NELA Newsletter has been beautifully revamped, is issued 6 times a year and is mailed free to all members. The Newsletter is a forum for news of people, ideas, issues, opportunities, and resources of interest to New England librarians. Please send items, opinions, calendar dates to the Editor, Mrs. Brenda Claflin, Faxon Library, 1073 New Britain Ave., W. Hartford, CT 06110. 203/523-5545 or 203/521-3262 (home).

GALLIMAUFRY

On October 13, the annual business meeting of the R.I. Library Film Cooperative was held at the Warwick Public Library. Director David Green reports that an increase in membership assessments of 17% was needed for the Co-op to keep its current level of service in Fiscal 1979. The Executive Board of the Co-op recommended a minimum increase of 6% to the membership which it accepted. This means, according to Green, that if the proposed RILA legislation for the Film Cooperative does not pass in the legislature, the membership will face a 25% increase in assessments next year.

YANKEE TINTINNABULATIONS

by Eno Nash

WOONSOCKET, R.I. (UPI) - FOR 10 DAYS THEY'LL SWOP A FREE HAMBURGER FOR AN OVERDUE LIBRARY BOOK IN WOONSOCKET. CHARLES MOORE, DIRECTOR OF HARRIS PUBLIC LIBRARY, SAID HE HOPES TO GET BACK 900 BOOKS WORTH \$4500 THROUGH HIS AMNESTY PROGRAM...

NEWS ITEM: STEPHANIE STARR
PROVIDENCE, R.I.



YANKEE • September '77

Peg Caldwell brought this item to our attention from Yankee magazine--another example of good/bad library publicity beyond an individual library's control. Notice the "silence" plus "quiet" signs; the exaggerated fine which negates the amnesty program; and the librarian's righteously cruel laugh.

We were asked the other day if the students at the URI Graduate Library School still plan to publish last semester's faculty evaluations as announced in a GLS Newsletter last spring???

A first correction to the history of RILA (October 1977 Bulletin). The University of Pittsburgh Library informs us that though Pitt is listed on OCLC as a location for the 1908-1912 RILA Bulletin, they in fact do not own it. So we do not know where copies exist and would appreciate hearing from anyone who does.

Please continue to send us your copies of the RILA Bulletin when you're finished with them. The Membership Committee needs them, as does the Bulletin staff to fill unexpected back-subscriptions. Please send any issue from March 1977 to the present to Associate Editor Matt Higgins, Greenville Public Library.

A special RILA publication of all RILA annual committee reports will be distributed at the RILA Fall Conference.

Judith Plotz reports that according to Rhode Island College Library Director Richard Olsen, the addition to that library will be ready for occupancy in April 1978. It will house government documents, technical services, a microfilm room, and part of the general collection including periodicals. In addition, renovation in the existing building will provide space for the reserve collection and a reserve desk separate from general circulation, and a record listening area. The new facilities will be worth a visit when they are ready--a special attraction is the new building's roof deck.

The Department of State Library Services tells us that ALA's Young Adult Services Division's Task Force on Personal Crisis Information will be producing an information packet on crisis young adult library service. The task force, which met for the first time at the 1977 ALA Midwinter meeting, is seeking input from people who are involved in crisis information and referral. Specifically, members of the task force want to know who is doing this type of work and where; what is being done; and especially, what exactly librarians would like to see included in a packet on crisis information for young adults. Contact Rose Falanga, Maple Heights Regional Branch, Cuyahoga County Public Library, 15901 Libby Road, Maple Heights, Ohio.

Curt Bohling of Bohling Book Company and Anne Shaw of the URI Library have been appointed the new co-chairpersons of RILA's Government Relations Committee.

Charlotte Brown is current chairperson of the URI Graduate Library School Student/Alumni Association. She can be contacted through the Graduate Library School.

Unlike last year, Joblist will not be part of the GLS Newsletter, but will be sent first-class to students, alumni, and friends who request it for a nominal fee of \$1 to help cover postage. Persons wishing to receive the Joblist through the mail should send \$1 cash or check payable to: Dolores A. Drury, Graduate Library School, 74 Lower College Rd., Kingston, RI 02881. The Joblist may also be picked up in person free of charge at the GLS office.

From the Pawtucket Times, September 29, 1977, Judy Plotz sends us a story entitled "Dummies at Library." A Mass. State Board of Education library official says Board of Library Commissioners used a stolen memo as an excuse to fire him and his top aide. Charles Joyce, 48, director of the Mass. Bureau of Library Extension, said the Board wanted to dismiss him and Mary Spillane, 27, of Boston, because it objected to his centralization plans for the regional library extension system. They were fired last week after the board received a copy of a memo stolen from Ms. Spillane's files that referred to board members as "inept" and "dummies."

Dubious achievement of the season award easily goes to the two trustees of the Cranston Public Library who failed to vote for a library construction bond issue in their own town, or to encourage their friends and relations to do so. Apparently they "forgot." And the bond issue lost by 4 votes! No wonder librarians look so wan and haggard. This is enough to lower anybody's blood count.

The first URI Graduate Library School Colloquium was held on October 4 at Kingston with Robert S. Taylor, Dean of the School of Information Studies at Syracuse University, and Matt Higgins sends us the following summary:

In a thought-provoking presentation entitled "The Library and Information Environment," Dean Taylor ably outlined the nature of the information environment centered around three basic elements: technology, people and information. According to Taylor, the revolutionary technological developments of recent years have caused the Information/Communication Spectrum to explode far beyond the book. With this tremendous expansion of information, the needs of information users have changed. Dean Taylor asserts that if libraries continue to be sophisticated warehouses, they are only reacting to their clientele, but not the broadening market. Libraries may become information referral services; a more dynamic agency, but still essentially passive. What the library must do is to become a segment of the information industry which is growing up alongside of it. In spite of the constraints imposed by the public, academic and governing bodies, the library can no longer allow others to determine what the institution is. This calls for a more professional role for the librarian. Now the profession must cut the "umbilical cord" and move in and out of different organizational contexts and thereby move the library itself into the information mainstream.

The National Inventory of Library Needs, 1975, published in March 1977 by the National Commission on Libraries and Information Science, is a source book for everyone involved in the state and territorial conferences leading to the White House conference of 1979.

In a surprise announcement, Richard Waters, deputy director of the Department of State Library Services, has stated his intention of resigning. Waters, former director of the East Providence Library, came to DSLS as chief of extension services in 1971, and subsequently headed the division of planning and development at DSLS. After the resignation of DSLS Director Elizabeth Myer in 1975, he served as acting deputy director, and after appointment of Jewel Drickamer as DSLS director, Dick became deputy director. He has been directly involved in the construction of many public libraries in R.I. and his assistance will be missed.

Emma Beebe reports that the Pawtucket Public Library, looking to the past and into the future, celebrated on October 15th the 75th Anniversary of the dedication of the Deborah Cook Sayles Building in conjunction with the 125th anniversary of the formation of the institution. Simultaneous with the planning of the event, there were held initial feasibility studies and proposals for possible future expansion of the present facilities. 300 residents, officials, librarians and guests gathered in the Library's main lobby to hear classic guitar and mandolin music of the Mair Davis Duo, to drink champagne, and to listen to Pawtucket Mayor Dennis Lynch vigorously encourage the community to recognize the value of the library as vital cultural asset. His delivery was so inspired that some, in complimenting him afterwards, suggested he would make a great preacher. The Pawtucket Library was placed on the National Register of Historic Places in 1975, and in recognition of this citation, a permanent marker was presented to the Library at the celebration by Paul Mowrey, president of the Friends of the Library. In his remarks, Mr. Mowrey outlined the significance of such a citation as an honor which reminds citizens of their own local history and the need to preserve landmarks of architectural beauty and significance. The guest speaker of the evening was Eric Hertfelder, Executive Director of the Rhode Island Historic Preservation Commission. In his address, Mr. Hertfelder in speaking of the building itself, considered the Library "an enduring architectural ornament...to inspire the rising generations with generous and noble aims." His tribute to its classical style, beauty and grace detailed it as a "veritable sermon in stone."

Elisabeth S. Burns, a librarian at the Roger Williams College library, was elected president of the Association of Rhode Island Health Sciences Librarians at a business meeting held recently at Roger Williams Hospital. Other officers elected were Ruth Szabo, St. Joseph's Hospital Library, vice-president; Hadassah Stein, Roger Williams Hospital Library, secretary; Doris Johnson, Medical Sciences Secretarial School, treasurer; Ann LeClaire, Miriam Hospital Library, newsletter editor. Plans concerning the celebration of the 25th anniversary of the Association were discussed and Mrs. Leslie F. Carson of Newport will be the chairman of the planning committee. A written history of the Association and its member libraries is also in its initial stages.

The West Warwick Public Library System established a booth at the Kent County Columbus Day Fair on October 8, 9, 10 thanks to the generosity of the Centreville Savings Bank which is acting as sponsor. On display were books about Rhode Island and other books of interest, and information about the other materials that the library circulates--phonograph records, patterns, films, etc. Staff from the libraries were at the booth to answer any questions about the library or library services.

The following, by Miriam Braverman, is excerpted from ALA's Issues and Answers Program, 6/12/77:

A 1976 document which, although it is a product of the Ford administration, is of primary importance to librarians in the area of privacy since it represents the views of powerful centers in government, is the National Information Policy, Report to the President of the United States. This document presents an overall program legislating boundaries between the Freedom of Information Act, the Privacy Act, and the Federal Records Act. But it does not stop there--it recommends public policy in a host of related areas--extension of use of the Freedom of Information Act from corporations, the present chief users, to the general public; the private information sector and pricing policies, copyright and networks as private utilities; balancing competition and monopoly "in shaping the national information infra-structure," an issue of critical importance as the American Telegraph and Telephone Co. tries to push its bill through Congress to gain a monopoly over information transfer by legislating the use of telephone lines as the carrier. Libraries are mentioned once in relation to the publishing industry as two print-oriented groups that might fit in somewhere. If, as this document suggests, an Office of Information Policy is set up in the Executive Branch, the membership of this regulatory agency and its regulations and priorities will be critical not just for libraries, but for access to information by the citizens of this country. We need vigilance.

Don't miss the excellent bibliography on young adult programming in the Sept. DSLIS Newsletter. All of the books listed are in the collection at DSLIS.

Also from DSLIS: A pilot program to assist librarians in Rhode Island in searching for bibliographic information has been initiated by the Department of State Library Services. Catalogers may search on-line for information from the OCLC (Ohio College Library Center) data base on the CRT (cathode ray tube) located at the Department. This pilot program is available for difficult items only. Time is available for one hour, Monday through Friday, from 3:00 to 4:00 p.m. You do your own searching.

Call Beverly Jones at 277-2726 for an appointed time. An easy-to-follow instruction sheet on how to search for on-line cataloging information will be sent to you before your scheduled appointment.

As we approach the Governor's Conference in October 1978 and as we attempt to alert the public to it and to libraries, RILA's Public Relations Committee, in line with the first priority of the RILA Long Range Plan, might attempt some prime time radio advertising about libraries in the first quarter of the next fiscal year. For \$1,300 to \$1,500 RILA could have six 30 second commercials per day in prime time pushing libraries on a major station. The station would compose the advertisements with RILA input and approval. This would certainly raise public and legislative consciousness a great deal, and prepare Rhode Island at large for our most important planning conference in 14 years.

The Elementary and Secondary Education Act does not expire until the end of FY 1978, but because ESEA programs must be funded years in advance, concerned citizens have recently feared that appropriations for 1980 were in jeopardy unless Congress acted promptly. For this reason, Sen. Claiborne Pell (D-R.I.), chair of the Subcommittee on Education, Arts, and the Humanities, introduced both a one-year and a five-year extension bill for ESEA. On Sept. 7 the Senate passed the one-year bill (S. 1752). The House approved it on Sept. 12, thus clearing the way for President Carter's signature. The action allows plenty of opportunity for debate on ESEA issues this winter. Extensive plans to revise several programs, including the controversial Title I formula, will probably delay passage of the five-year bill until mid-1978.

- American Libraries, Oct. 1977

A growing interest in employee rights is the keynote of The Personnel Manual: An Outline for Libraries. New from the Personnel Administration Section of ALA's Library Administration Division, this outline updates the Association's two previously published public and academic library manuals, which have been made obsolete by the trend to extend employee rights and benefits. Such new personnel issues call for creating policies and procedures custom-designed for each situation. The outline format of The Personnel Manual reflects this need for variety. The book is quite specific, however, in enumerating all the topics library personnel programs must address, from working conditions to salaries and benefits. The 46-page paperback is \$3 from ALA Order Dept., 50 E. Huron St., Chicago, IL 60611

The Library Research Roundtable of the American Library Association is again sponsoring its national Research Competition. As in the past, two prizes of \$500 will be awarded. The two winning papers will be read by the authors in the LRRT's Research Forum Series at the 1978 ALA Conference, and will later be published by the Library Research Roundtable in its research series. Write to Terry Weech, School of Library Science, University of Iowa, Iowa City, Iowa 52242 for guidelines.

The Board of Appeals of the City of Pawtucket will publically hear an appeal from Lee Flanagan on November 1, regarding his elimination as assistant director at the Pawtucket Public Library. On April 18 the Library Board of Trustees, with no prior warning to the assistant director, voted on a recommendation from its new director Lawrence Eaton to eliminate the assistant director's position as of July 1. Reasons given were 1) the necessity of saving budget money in 1977-78 (although the Library's city budget had increased this year approximately 10% and the state budget in the past two years rose approximately 27%--the largest increases in recent memory); and 2) the necessity of eliminating an unnecessary position (although the assistant directorship, a 35-hour job, had frequently required a minimum of 55 hours per week, with overtime unrecompensed). This decision was made only several weeks after the director's commendation of the assistant director for "monumental" efforts on behalf of the Library. In sum, there is a serious question as to violation of due process. A preliminary appeal by the assistant director has already been filed with ALA's Special Committee for Arbitration Mediation and Inquiry. And a second appeal has been sent to the RILA Executive Board asking that, should a RILA personnel committee be established on Nov. 15, it investigate the dismissal on the basis of a 1933 RILA resolution to the effect that "dismissal should be for cause only, and that an opportunity should be given to the librarian to remove whatever obstacle or condition seems to constitute cause." Furthermore, a local attorney is investigating possible violations of state and federal law.

The Library Administration Division of the American Library Association needs multiple copies of handout materials produced by Friends of the Library Groups. The headquarters office of LAD provides an advisory service for those interested in establishing new Friends Groups or for those interested in improving the program and activities of established Friends Groups. The office maintains multiple copies of all kinds of Friends materials, such as copies of bylaws, leaflets announcing activities, issues of newsletters, brochures encouraging membership, pamphlets describing the purpose and accomplishments of Friends Groups, announcements of programs, and any other materials that may be of interest to beginning or established Groups. The materials are provided free to anyone requesting them and therefore multiple copies in any number are needed. This service is a part of LAD's advisory services through which advice and information is provided to librarians and laypersons about many aspects of library operations, management and services. Please send copies of materials to the following address: Library Administration Division, 50 E. Huron St., Chicago, Illinois 60611.

Ellen Spilka, former director of the Greenville Library and now director of the Stevens Memorial Library in North Andover, will begin work as coordinator of R.I.'s Northern Interrelated Library System on Nov. 15. The new job is a "return engagement" for Mrs. Spilka who served with excellence in the same capacity from 1970 to 1973.

"PROFESSIONAL EMPLOYEES TURN TO UNIONS"

-by Denis Chamot, *Harvard Business Review*, June 1976
and in Leigh Estabrook's *Libraries in Post-Industrial Society*, 1977

Employees at professional levels used to be encouraged to believe they were a valuable talent pool and a part of the management team. It has come as a shock to them to realize that they are no longer sheltered from the effects of general economic declines as they once were. They can be fired for any reason (except, ironically, for union activities--these are protected by law).

There certainly seem to be a lot of reasons for professionals to join unions, and many have. How, then, can we explain the reluctance of some segments to do so?

A major reason is that unorganized professionals frequently have rather limited knowledge of what unions are and what they can do. They tend to think of unions in terms of not too accurate blue-collar stereotypes: complex and rigid work rules, excessive reliance on seniority, narrow jurisdictional lines, dictatorial power in the hands of union leaders, and so on. They are unaware of the flexibility of collective bargaining and the legal safeguards that exist for protecting their right to influence internal union policies.

The renowned educator John Dewey held membership card No. 1 in the American Federation of Teachers; and the highly respected journalist Heywood Brown helped found the Newspaper Guild...Albert Einstein spoke in favor of unions for "intellectual workers" 30 years ago. Nobel Laureates Linus Pauling and Harold Urey recently wrote in support of unionization among scientists.



QUOTABLE QUOTES

Why is a man apt to feel bad in a good environment, say suburban Short Hills, New Jersey, on an ordinary Wednesday afternoon? Why is the same man apt to feel good in a very bad environment, say an old hotel on Key Largo during a hurricane?

Why is it all but impossible to read Shakespeare in school now, but will not be fifty years from now when the Western world has fallen into ruins and a survivor sitting among the vines of the Forty-Second Street library spies a moldering book and opens it to The Tempest.

- Walker Percy,
The Message in the Bottle

Most libraries elicit a good deal of submissiveness from their users.

- Albert Mehrabian
Public Places and Private Spaces

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